Course Name: Forest Ecology
Course Number: FES 341
Credits: 3
Instructor name: Meg Krawchuk
Instructor email: meg.krawchuk@oregonstate.edu
Teaching Assistant name and contact info: see Canvas for details
*Your Teaching Assistant will be primary point of contact during the term.

Course Description

This course provides an overview of the fundamentals of forest ecosystems, including factors that influence forest composition, structure, and functioning over space and time. We'll cover principles of social-ecological forest systems, species traits, species interactions, forest disturbance-succession, community ecology and biodiversity, landscape ecology, and forest sustainability. The topics will be presented in the context of understanding forest ecosystems and considering issues in their management from multiple perspectives.

Communication

Please post course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me or your TA privately for matters of a personal nature. We will reply to course-related questions within 24 hours. We strive to return your assignments and grades for course activities to you within seven days of the due date.

Course Credits

This is a 3-credit course that combines approximately 90 hours of instruction, preparatory readings, online discussions and activities, and assignments.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the IS Service Desk online.

Learning Resources

Your optional/recommended textbook provides background context for the topics we cover in class:Perry, D.A., Oren, R., and Hart, S.C. 2008. Forest Ecosystems. 2nd Edition. Johns Hopkins University Press. This text is not required.

All other learning resources are provided within Canvas or through your own online research.

Note: Please check with the OSU Beaver Store for up-to-date information for the term you enroll (OSU Beaver Store website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Measurable Student Learning Outcomes
1. Identify and describe the components of a forest ecosystem, and the factors and processes that underpin variability among forest ecosystems
2. Describe forest succession and the resulting changes in forest ecosystem structure and function, including wildlife habitat and ecosystem services
3. Describe and compare stand development pathways occurring in a variety of different forest ecosystems
4. Explain how environmental factors, species interactions, and disturbance regimes influence forest ecosystems above ground and below ground.
5. Discuss how different management interventions affect ecological structure, functions, and processes at local and landscape scales.
6. Describe scientific theories relevant to forest ecology and ecosystems.
7. Integrate concepts of forest ecosystems from a social and ecological perspective.
8. Recognize the variety of perspectives that contribute to forest Ecology, and articulate your own perspective on forest ecology.
9. Describe and compare different methods of classifying forest ecosystems and their species
10. Predict how global environmental change can affect a forest ecosystem

Evaluation of Student Performance
Learning outcomes will be measured with:
- Welcome and Forest Connections post – 5 points
- Journal Club Discussions – 135 points
- Applications Knowledge Boards – 135 points
- Natural History Posts – 50 points
- Synthesis Assignments – 180 points
- Final Exam – 50 points
- Total – 555 points

Letter Grade

Grade	Percent Range
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

Grade	Percent Range
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60

Course Content

Week	Topic
1	Systems thinking, diverse ways of knowing, and forest ecology principles
2	Traits are the building blocks of forest ecosystems
3	Species interactions of the forest
4	Distubance, forest development, and succession
5	Old-growth forests
6	Early-seral forests
7	Biodiversity and community ecology in forest ecosystems
8	Invasive species in forest ecosystems
9	The landscape perspective for forest ecology
10	Global change: forests of the past and future
Finals	

Course Policies

Discussion Participation
Students are expected to participate in all graded discussions and activities, meeting weekly deadlines. While there is great flexibility in online courses, this is not a self-paced course.

Late Work Policy
All assignments are due at their posted deadline. Late assignments will be penalized 10% of the assignments maximum possible points per day to a maximum of 40%. Please contact your instructor if you have an emergency/accidental situation, scheduling conflict, family, or work-related issues that precludes you from meeting a deadline – these will be handled on a case by case basis.

An assignment uploaded incorrectly (e.g. wrong file, etc) will be counted as late, as we have no way of knowing whether this was accidental or intentional. Therefore, make sure you check the upload after it completes and check with the TA if you have questions about using Canvas.

Incompletes
Incomplete (I) grades will be granted only in rare or emergency cases (e.g., death in the family, major illness or injury, or birth of your child).

If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let us know right away.

Statement Regarding Religious Accommodation

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Student Conduct Code [(https://beav.es/codeofconduct)](https://beav.es/codeofconduct). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standard's website](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

TurnItIn

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

A Note on Pronouns

We all have preferred pronouns, words that we use to refer to ourselves and other people. We all use pronouns every day: common gender pronouns are she/her/hers and he/him/his. Some people choose pronouns other than these ones that align better with their gender identify. Examples of these gender-neutral pronouns include: they/them/their and ze/hir/hirs (pronounced zee-here-heres). Some people prefer not to use pronouns at all, and just be referred to by their name. It's important not to assume someone's pronouns based on the way they look or by their name.

If you're comfortable doing so, please share your pronouns, and make this part of the way you introduce yourself. It might require a bit of practice, but that's just fine. Your use of pronouns demonstrates your recognition of a diverse spectrum of self-identification. We share pronouns to treat everyone the way they wish to be treated.

For more information on pronouns and why we share them, you can check out this article: http://www.deanspade.net/2018/12/01/we-still-need-pronoun-go-rounds/

Diversity, Equity, Inclusion, and Social Justice

OSU is a community that includes and values the voices of all people. As such, we recognize the social barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin and religion. At OSU and in this class, we are committed to the equity of opportunities, and strive to promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a

welcoming and rich academic, intellectual, and cultural environment for everyone. For more information on the DEI initiative, please see: https://diversity.oregonstate.edu/

Please reflect and think about what diversity, equity, inclusion,
and social justice means to you.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Tutoring and Writing Assistance

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing suite where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

The Oregon State Online Writing Suite is also available for students enrolled in Ecampus courses.

Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success.

Ecampus students are always encouraged to discuss issues that impact your academic success with the Ecampus Success Team. Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

If you feel comfortable sharing how a hardship may impact your performance in this course, please reach out to us, as your instructor and Teaching Assistant.

For mental health:
Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

For financial hardship:
Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

Student Evaluation of Courses

During Fall, Winter, and Spring term The online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the hybrid learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.